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ABSTRACT

A study was conducted to identify the competencies needed by bilingual teacher aides in an elementary school program. A task analysis, in the form of a 341-item questionnaire, was disseminated to 131 bilingual teacher aides in Arizona to determine both the difficulty and frequency of the tasks performed by the aides. To further validate the results, personal interviews with 40 monolingual teachers in bilingual programs and 40 bilingual teacher aides were conducted. Based on study results, it was concluded that bilingual teacher aides are unprepared to perform in the areas for which they are employed. The results were used as a basis for planning a curriculum specific to immediate needs of the bilingual teacher aide. A sample questionnaire, a literature review, recommendations for the development of training materials for the bilingual teacher aide, and bibliographies to guide teacher aide trainers are included. Bibliographies are on the following areas: (1) Spanish for bilingual teacher/teacher aides, (2) the Mexican American child in the classroom, (3) Mexican history and culture for the classroom, (4) communication patterns, methods and material in bilingual education, (5) classroom management for the bilingual teacher aid, (6) cooperative education/ internship, and (7) concepts of bilingual education. (SW)

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THE BILINGUAL TEACHER AIDE:

COMPETENCIES AND TRAINING

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

The need for bilingual teacher aides has grown rapidly since 1967, with the advent of legislation in the states and nation supporting programs of bilingual instruction in the local schools. To meet the needs of children who speak little or no English, Congress, in 1967, enacted the Bilingual Education Act, Title VII of the Elementary and Secondary Education Act (ESEA).

On May 25, 1970, the Department of Health, Education and Welfare issued a memorandum in which

> . . . the agency stipulated that school districts with more than five (5) percent national origin minority group children have an obligation under Title VII to equalize educational opportunity for language minority students. . . . Although school districts were required to provide some form of language program to meet the needs of language minority children, the May 25 Memorandum did not specify what type of program this should be. (U. S. Commission on Civil Rights, 1975, p. 176)

In January of 1974 the Supreme Court affirmed in Lau v. Nichols[1] that school districts are compelled under Title VI of the Civil Rights Act of 1964 to provide children who speak little or no English with special language programs which will give them an equal opportunity to an education. Given impetus by legislation and founded on the notions of equality of educational opportunity and accountability in public education, bilingual bicultural education is now offering hope to approximately five million linguistically and culturally distinct children in the United States. While it is clear that court action and legislation have contributed significantly to the development of bilingual bicultural education, it is also clear that the legislators appear to be a step ahead of the educators.

The years between 1967 (the first national bilingual act) and 1978 witnessed an increase in national bilingual legislation and monies. Federal funds alone increased during this period from $7.5 million to $115 million.

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[1] 414 U. S. 563 (1974).

Although school districts throughout the country are receiving monies to redesign their curriculum, materials, and testing procedures,[2] as well as to reeducate their teachers,[3] teacher training institutions have not kept pace. This slow response, along with several other obstacles, stands in the path of maximizing the successful use of these funds.

Although basic resistance to bilingual bicultural education exists among those clinging to the Melting Pot philosophy, one must, for the purposes of this study, concentrate on the specific dynamics of the most important operational factors within the schools themselves: the teachers.

Bilingual education represents a great threat to the monolingual teacher. Fear of change, fear of job displacement, inability to perform effectively in a newly created role put many negative factors in the path of the teacher who suddenly finds himself/herself in a "bilingual program." These fears, insecurities, hostilities, and, consequently, negative attitudes must not be dismissed or ignored. While new routes must be found for successfully educating the children for whom these bilingual bicultural programs have been created, so, too, must possibilities for reeducating the teachers responsible for the success or failure of these programs be explored.

However, upon exploration, we find ourselves faced with monolingual teachers who are unable or unwilling to participate in the additional training which would maximize their effectiveness in a bilingual program. Inservice programs, seen as an immediate alternative, are palliative. They are not truly adequate to meet all of the newly created needs of the teacher in a bilingual program, but do ease the transition and offer intermittent support.

Alternatively, restaffing the funded schools with bilingual teachers is an unrealistic possibility because of the marked shortage of trained bilingual teachers. Since the bilingual

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[2]In 1977-1978 425 basic demonstration projects in sixty-seven languages received $85,725,000. Fourteen materials development centers and three dissemination and assessment centers were also funded. (Third Annual Report . . ., 1977)

[3]In 1977-78 $9,275,000 was granted to develop or strengthen bilingual education departments at postsecondary institutions. In addition, $4,000,000 was allocated to graduate fellowship programs. Fifteen training resource centers were also funded. (Third Annual Report . . ., 1977)

bicultural education movement has developed so rapidly, teacher training institutions have not yet developed the necessary training programs to adequately meet the current demands for bilingual teachers. As a result, the monolingual teacher, frustrated by the inability to communicate, limited by budgetary restrictions, pressured by state and federal legislation, and motivated by a desire to educate all of the children, turns to the most viable alternative: the bilingual teacher aide.

Until recently, the role of the teacher aide has been dealt with in a less than professional fashion. Most of the articles written on the subject of aides, their roles and responsibilities have defined them with maximum emphasis on their support functions,[4] with minimal, if any, emphasis on instructional function. The aides' roles have been dictated by the teacher, often with little or no input from the aide. Frequently relegated to the aide are the tasks which the teacher considers routine and time consuming. The attitude that the aides' professional function in the classroom is secondary is easily transmitted to both the aide and the children.

In many cases, the aides, frequently members of minority groups in the community, are the only adult figures to whom the culturally and linguistically distinct child can relate; consequently, they serve as the child's identification models within the school. When these models are treated in less than a professional manner, such action may easily be internalized by the minority child who then begins his school education with a limited projection of his own self-image.

Presently, with the advent of bilingual education, a significant change is taking place in the role of the teacher aide and, more specifically, the bilingual teacher aide.[5] This change can be primarily attributed to the need to utilize the bilingual teacher aide in a primary instructional capacity and not in an auxiliary capacity except in reinforcing situations.

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[4]The NEA Research Bulletin (1967) lists the ten most widespread duties of paid aides in descending order of frequency: duplicating tests and other materials; helping with classroom housekeeping; typing class materials, tests, etc.; setting up audiovisual equipment and other instructional materials; helping with children's clothing; supervising the playground; correcting tests, homework, workbooks, etc.; reading aloud and story telling; assisting in the school library; collecting money from pupils.

[5]For the purposes of this study, we will not be dealing with general, clerical, or monolingual teacher aides. Our references, from this point on, will be specific to the bilingual aide working within the classroom.

This need, as explained earlier, has grown out of the inability of the monolingual teacher to communicate with, and, therefore, successfully teach the culturally and linguistically distinct child. Ironically, while the role of the aide is being modified out of necessity, attitudes, pay, and educational advantages are not. The marked change in responsibility has not been accompanied by increased salary, professional respect, or educational opportunity. While bilingual educators are intent on trying to meet the needs of the minority child so that she/he might develop a more positive self-image and achieve greater freedom as a result of a meaningful educational experience, little attention is being paid to meeting the comparable needs of the bilingual teacher aide.

The bilingual teacher aide, selected in many cases with the sole qualification of bilinguality (LaFontaine, 1971), is now asked to assume full responsibility for the instruction of the linguistically distinct child with whom only he/she can communicate. In a preliminary study of Fifth Year ESEA Title VII Bilingual Bicultural Programs with High Concentration of Mexican Americans, conducted by H. J. Casso (1975), it is noted:

> When asked how is Spanish/English instruction provided in bilingual classes having monolingual teachers, 54% of the respondents indicated bilingual aides provide for the Spanish language instruction. (p. 7)

Incumbent upon the bilingual teacher aide, then, is the responsibility of teaching these children their primary skills of oral language development, reading, and math in their native language.

As already mentioned, the selection of these aides is based on their bilinguality, which is often assessed informally on their oral performance level without regard to competence.[6] An additional factor in selection is frequently the aide's membership in the target cultural group at which the program is aimed. Here, too, there is little formal assessment of the degree of cultural awareness possessed by the aide. The aide, then, is frequently put into the role of resource person and teacher without sufficient language skills, knowledge of cultural processes, learning styles, or teaching techniques.

Previously, this lack of preparation was justified by the fact that the aide functioned in a subordinate, supportive, and

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[6] See "Definition of Terms" for explanation of this difference.

supervised role, both inside and outside of the classroom (Hixon, 1971).[7] For the reasons explained earlier, this is no longer the case. The newly created bilingual programs are relying on the aide who speaks the target language for their effective implementation.

As a result of personal observations and interviews with teachers, school and program administrators, and bilingual aides themselves, it became apparent to this author that the time has come to accommodate the aide's role change in bilingual programs by offering the training to develop the skills necessary for the effective performance of these newly acquired tasks. With increased education and upgraded professional skills, the aide will be better prepared to meet his/her instructional responsibilities, as well as to demand attitude and salary changes, which will be well deserved.

The project described in this book attempted to identify essential knowledges, skills, and awarenesses needed by persons training to become competent bilingual teacher aides. Recommendations for appropriate curriculum development, inservice topics, and material development, which were found to be unavailable at the time of the study, are also included.

Definition of Terms

Aide: An aide is a term frequently used to describe an auxiliary member of the instructional staff. Other terms for the same function are assistant teacher, paraprofessional, auxiliary personnel.

Assimilation: The changing of culturally different or heterogeneous peoples into a single cultural pattern.

Auxiliary personnel: A general term to describe those individuals, other than professional teaching personnel, who work with children (Saunders et al., 1971, p. 8).

Bicultural: A person who displays behavior which commingles two cultures (Barba, 1973).

Bicultural education: Instruction using the native culture as a basis for learning subjects while developing awareness of the second culture.

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[7] Hixon notes that "the role of the paraprofessional is always secondary to the teacher and, although 'partnership' is present, it must be centered in supportive instruction."

Bilingual education: Instruction using the native language as a basis for learning subjects while second language skills are also being developed.

Bilingualism: The use of two or more languages by an individual.

Competence: The speaker-hearer's knowledge of a particular language (compare with performance) (Chomsky, 1965, p. 4).

Contrastive analysis: The study of two language systems for their similarities, differences, and major interference phenomena.

Cultural pluralism: The belief that affirms the understanding and appreciation of differences that exist among the nation's citizens and sees these differences as positive contributions to the society. Sometimes referred to as the "salad bowl theory," i.e., tomatoes, cucumbers, radishes, and carrots can all be in a bowl together without losing their individual identities.

Cultural sensitivity: An appreciation of culture(s) other than one's own.

Culture: That complex whole which includes knowledge, belief, art, morals, law, customs, and any other capabilities and habits acquired by man as a member of society (Tyler, 1929).

Degree of bilingualism: How well an individual knows the languages he/she uses.

Dialect: The variety of language spoken by members of a single speech community, either regional or social.

Differentiated staffing: A framework within which a hierarchy of teacher aides and teacher assistants can be implemented into the instructional program (Bloom, 1973).

ESL: English as a Second Language. A course of study designed to teach English skills to non-English speaking students. ESL is frequently a component of a bilingual program.

Ethnic group: A community having racial, linguistic, and/or cultural ties relatively distinct from its neighbors (Burger, 1971, p. 10).

First language (native language, mother language): The first language learned by a child, usually the language of her/his home.

Grammar: A finite set of rules that will generate infinite sets of grammatical sentences or no nonsentences.

Maintenance: Use of one language as a medium of instruction with the desire to maintain it while another language is also taught (in contrast with transfer) (Mackey, 1974, p. 156).

Melting Pot philosophy: Calls for the amalgamation of all subcultures into a new and superior culture. Also known as the "assimilationist philosophy."

Monolingual: A person who uses one language.

Paraprofessionals: A general term to describe those individuals, other than professional teaching personnel, who work with children.

Performance: The actual use of language in concrete situations (compare with competence) (Chomsky, 1965, p. 4).

Second language: A language learned subsequent to a speaker's native language, sometimes the language of the school or the wider community.

Self-concept: "An organization of images which each person has about himself in the world. These images develop over time from the reflected appraisals of others around him" (Walcott, 1969, p. 76).

Target language: The language which is to be taught.

Transfer: Use of one language as a medium of instruction with the goal of ultimately converting to another for primary use (contrast with maintenance). Also known as "transition."

Review of the Literature

Although some attention has been given to the desirable characteristics, knowledge, skills, and training of the bilingual bicultural teacher, literature dealing with the bilingual teacher aide is almost nonexistent. While the Center for Applied Linguistics (1974) has developed guidelines for characteristics, skills, knowledge, and training for teachers, there is no mention of similar guidelines for the bilingual teacher aide,[8] nor are any training models described.

[8]Since the completion of the research described in this document, the U. S. Office of Bilingual has also produced a document on teacher competencies, entitled Competencies for University Programs in Bilingual Education.

An ERIC search of related publications revealed only six articles dedicated, at least in part, to the role of the bilingual teacher aide or auxiliary bilingual personnel. Extensive coverage of the role of the general teacher aide does exist, however. These articles, although examined, are not discussed in this report because they do not deal in any relevant or specific way with the roles or training of bilingual teacher aides (see footnote 5).

Of the six publications which were found to deal with the bilingual aide, only one was directed toward a research approach. The study, "New Mexico Migrant Project Aides: Perceptions of Their Functions," by Alma María Acenedo Barba of the University of New Mexico (1973), focuses primarily on a comparison of the perceptions held by administrators, teachers, and aides toward the functional roles of aides in educational programs with Mexican American migrant students in New Mexico. The study found no significant differences in these perceptions, with most individuals perceiving the aide in a supportive, rather than instructional role.

A second document, Teacher Aide Guide for Navaho Area, Dzilth-Na-O-Dith-Hle Boarding School, Bloomfield, New Mexico (1970), was prepared for the consumption of aides and teachers in the subject school. The bulk of the study consists of suggested activities to be conducted by aides, with strong emphasis on cultural elements to be integrated into the curriculum. Additional attention is given to the teacher-teacher aide team approach for increased efficiency in instruction and communication.

In an article published in the TESOL Quarterly entitled "Para-professionals: Their Role in ESOL and Bilingual Education," LaFontaine (1971) advocates recruiting bilingual persons as teacher aides and suggests parents as an important source for such personnel. Since the aides' function, by his definition, is noninstructional, the qualifications for the position are minimal. The aide must be bilingual. LaFontaine emphasizes close teacher supervision of the aides and sees their ability to communicate as a means of solving the problems with some students whose native language is not English.

Krear and Voci (1972), in their article "The Role of the Teacher Aide in Second Language Programs," deal with teacher aides in Title VII bilingual projects in California. Using a questionnaire with twenty-two items the authors gathered information on attitudes, background, and activities of the aides in order to give direction to the California organization of TESOL (Teachers of English to Speakers of Other Languages). Conclusions drawn from the findings indicate that, as a group, paraprofessionals in bilingual programs seemed to have a desire to continue their education and training. The role of the paraprofessional and

his/her perception of it included active involvement in the instructional program, satisfaction in working with children, and freedom to plan lessons and prepare materials. As a group, paraprofessionals were working nearly as many hours as certified teachers, but were being paid an hourly wage instead of a salary. Krear and Voci concluded that although an increasing number of paraprofessionals can be found in second language programs, the need for their services will be curbed by the oversupply of certified teachers.

This opinion is not shared by the author of this study. The need for differentiated staffing and the consequential use of paraprofessionals seems to be becoming one of the more realistic solutions to the need for individualized instruction; furthermore, funds to pay the salaries of additional bilingual teachers are limited (Bloom, 1973). While additional training of certified bilingual teachers will undoubtedly ease the load being put on the bilingual aide presently, it will not obliterate the need for individualized instruction, a primary usage of the aide's talents, nor will it solve the funding deficits, which make it more realistic to employ an aide than a teacher.

Pérez (1971), in a paper written for the Fifth Annual TESOL Convention entitled "Auxiliary Personnel in Bilingual Education," attempts to assist educators and parent and community leaders in determining how these personnel may best be utilized in public schools. It is suggested that the introduction of auxiliary personnel into a school system can provide more individualized education for children, make possible a more flexible structure in the classroom, make the job of teachers more manageable and productive, serve to link school and community more closely, and induce a reassessment of all educational roles. The article explores what is needed to realize this potential to the fullest, giving particular consideration to planning, selection criteria, possible functions of auxiliaries, training for the auxiliaries and teachers with whom they work, career ladders, and certification. None of the topics is treated in sufficient depth to provide a model.

Although the article by Hixon (1971), "The Changing Role of the Salaried Classroom Paraprofessional," does not deal specifically with the bilingual teacher aide, its inclusion here is justified because it focuses on the fact that, in many instances, paraprofessionals exceed the limits of their nonprofessional duties and substantially enter the professional domain. Since this is one of the main concerns of the present study, the author feels its inclusion is pertinent. A 1971 Oregon study established that paraprofessionals were more involved in instruction than were teachers, including those teachers without paraprofessional assistance. Even when they had paraprofessional assistance, Hixon observed that teachers were more involved in detail and routine

tasks than were paraprofessionals. He concludes that the teacher's role, as classroom manager, is overall instructional planner and controller, introductory or redirectory agent for all learning, and supervisor of concomitant and supportive instruction. The role of the paraprofessional is always secondary to the teacher, Hixon concludes, and although "partnership" is present, it must be centered in supportive instruction.

The remaining publications included position papers stating the need for aides in bilingual and second language programs, general progress reports on training programs, and evaluations of funded projects.

Goals and Objectives

Primary Focus

There is a pronounced lack of research and analysis of the particular skills and knowledge needed by the personnel who staff bilingual education programs in the public schools. Although the role of the bilingual aide is crucial to program success, no one has yet studied the type of linguistic skills needed by the aide, the nature of the support which the aide provides to the teacher as a member of another cultural group, the knowledge of bilingual educational processes needed, or the degree of instructional training required to fulfill the bilingual paraprofessional instructional role.

This study served to identify the competencies needed by a bilingual teacher aide in an elementary school program. A task analysis, in the form of a 341-item questionnaire, was disseminated to 131 bilingual teacher aides in Arizona to determine both the difficulty and frequency of the tasks performed by the aides. To further validate the results, personal interviews with forty monolingual teachers in bilingual programs and forty bilingual teacher aides were conducted. The questionnaire responses were summed by computer and the tasks within the top fifteen difficulty groups, as well as tasks bordering on this level of difficulty which were seen as extremely important by the interview, were analyzed to extract the skills necessary for their performance.

The results of this study were used as a basis for planning a curriculum specific to the immediate needs of the bilingual teacher aide. This publication defines the competencies necessary to be built into new courses or into existing courses which can be restructured as a result of these findings. Further, it is hoped that the analyses specifying essential skills and knowledge may facilitate the work of coordinators of bilingual education programs in providing specific inservice training for their aides.

Hopefully, an added benefit of the published results will be an increased awareness of the important role of the bilingual teacher aide. It is also hoped that an attitude change, as well as a redefinition of pay scales, might result as an outcome of the increased professional abilities which the bilingual teacher aide will acquire through the additional recommended training.

Secondary Focus

In order to conduct an effective training program, high quality materials are needed. A search was made to identify already existing materials for the bilingual teacher aide; the results of this investigation were correlated with the areas in which the need for training was found to be most acute. Since few adequate materials were found, recommendations have been made for their development. Bibliographies, as guides for teacher aide trainers, are included.

PROJECT DESIGN AND PROCEDURES

Utilizing a field research methodology, the author developed a competency based grid (page 14) to define essential competencies needed by the bilingual teacher aide in the primary areas of language skills, cultural attitudes, knowledge of bilingual processes, and paraprofessional instructional skills. To assure adequate scope within this grid, the Guidelines for the Preparation and Certification of Teachers of Bilingual/Bicultural Education developed by the Center for Applied Linguistics (1974) were consulted. All of the competences defined therein for the training of bilingual teachers were considered and only those pertinent to the function of the aide were included. Job descriptions used for the hiring of bilingual teacher aides were also studied. This compilation of competencies was reviewed by a sample of bilingual aides, teachers, and program coordinators in Arizona public school districts, as well as by five university and community college faculty members and two members of the Arizona State Department of Education.

A task analysis of on-the-job activities of the bilingual teacher aide in the elementary school was then conducted through observations related to the competencies defined in the grid. In addition, an informal, written survey was done with groups of bilingual teacher aides enrolled in courses at Mesa Community College, Mesa, Arizona. In this survey, the aides were merely asked to list, under the four basic categories, the tasks they performed with the greatest frequency.

Based on interviews, the task analysis, the Guidelines, and the job descriptions, the author arrived at a final compilation of competencies in the four categories. The competencies were then translated into related activities or tasks performed by the bilingual teacher aide, and a final structured task-oriented questionnaire (pp. 19-39) was developed. It was aimed at the bilingual teacher aide working in the elementary school, K-6.

The questionnaire was critiqued by a group of twelve persons from the groups mentioned previously, as well as by six bilingual teacher aides in individual interviews. It was modified and then sampled on a group of bilingual teacher aides before being disseminated to the entire population of the study.

Competency Based Bilingual Teaching Personnel Preparation

(Career Ladder Approach)

Levels of Performance	Language Skills	Cultural Attitudes	Knowledge of Bilingual Processes	Educational Skills
V Bilingual Teacher Educators	Ability to perform at Levels I, II, III, and IV; is able to articulate to prospective educators a need for competency in the native language; illustrates potential linguistic difficulties of children; relates language to culture; assesses language proficiency of potential educators	Ability to perform at Levels I, II, III, and IV; incorporates community resource persons in preparatory instruction to articulate community mores and values; articulates relationship of cultural values and educational approaches	Ability to perform at Levels I, II, III, and IV; articulates philosophy, history, goals, methods, and techniques of measurement of bilingual education; visits existing bilingual programs; relates local and national needs; maintains awareness of local concepts of programs; conducts research	Ability to perform at Levels I, II, III, and IV; designs and develops overall curriculum to achieve competencies in bilingual education related to education programs; supervises students in field experiences; conducts workshops and seminars; represents program to the public; identifies sources of financial support
IV Coordinator of Bilingual Education Program	Ability to perform at Levels I, II, and III; conducts inservice programs for staff in language evaluation and diagnosis; coordinates application of linguistics to total program	Ability to perform at Levels I, II, and III; conducts inservice programs for staff in awareness of culture of local language group community; atriculates bilingual program to local community	Ability to perform at Levels I, II, and III; conducts inservice programs for staff on purposes, goals, objectives, and measures of attainment of the bilingual program	Ability to perform at Levels I, II, and III; directs and coordinates overall program activities; develops program budgets and supervises expenditures; procures funds to support bilingual education programs; conducts periodic program and staff evaluation; selects staff
III Master Bilingual Teacher	Ability to perform at Levels I and II; is able to evaluate language differences, dominance, and comprehension; detects linguistic bias in oral language and written tests; relates language skills of child to development of curriculum and instructional materials	Ability to perform at Levels I and II; incorporates native culture of children and the target community in design of curriculum instructional materials and assessment techniques	Ability to perform at Levels I and II; applies theories and principles of bilingual education in the design and development of curriculum, instructional materials, and assessment techniques	Ability to perform at Levels I and II; designs and develops curriculum, instructional materials, and assessment devices; supervises and plans instructional team activities; supervises teaching assistants and student teachers
II Beginning Bilingual Teacher	Ability to perform at Level I; can conduct instruction in the native language in English; knows dialectical differences in the native language and processes of language acquisition; relates language skills of child to instructional materials	Ability to perform at Level I; adapts principles of learning to culturally diverse students and different learning styles; incorporates native culture of children in activities and materials; understands deficit model of education	Ability to perform at Level I; establishes instructional objectives and can select and use instruments to measure attainment of objectives appropriate to goals of bilingual education; recognizes resistance forces to bilingual education; aware of pros and cons of bilingual education	Ability to perform at Level I; plans and conducts overall learning experiences; selects and adapts instructional materials; uses and interprets measures of educational attainment; plans total program with team members; assigns teaching assistant appropriate tasks
I Bilingual Teaching Assistant	Is able to understand, speak, write, and read the native language and English in the common concepts used in the classroom	Is aware of the cultural and child development factors of the target cultural groups as they affect the child's educational participation	Can define and explain bilingual education, its history, philosophy, goals and purposes; articulates current theories, methods; recognizes materials and tests	Is able to conduct learning experiences individually or in small groups under the direction of the teacher; adapts and selects some materials supporting

Questionnaire

The questionnaire consisted of 341 items to be evaluated by the bilingual teacher aides in terms of the difficulty of the task and the frequency with which they were required to perform it. A modified Delphi format was used. Each task was rated for difficulty (easy, average, and difficult) as well as for frequency (daily, weekly, monthly, yearly, and never).

A sheet for background data consisting of eight questions was included for future study possibilities. Information was requested on present position, time in present position, ethnicity, sex, age, whether the aide lived in the neighborhood of the school, educational background, and formal coursework in Spanish.

As mentioned earlier, the questions were stated as tasks. It was felt that this mode of stating the questions would minimize abstractions and assist the aide in answering. In contrast, asking him/her to assess competency in certain areas, would be relatively more difficult and more abstract. In interpreting the data, however, and in making recommendations for curricula, the tasks were once again viewed in terms of the competencies necessary for their successful performance.

Questions were grouped into the four categories of language, cultural awareness, knowledge of bilingual processes, and instructional skills and asked in that order. Several questions were paired for the purpose of evaluating the extent to which, and the specific areas in which, the aide worked with or without supervision, in English or in Spanish.

Further validation, in the form of teacher responses to the survey itself, was felt to be inappropriate because of the monolingual teachers' modified observational abilities, due to their inability to understand the language which the aide used to instruct.

Data Collection and Analysis

Data from the 131 questionnaires were tabulated by computer. Background data were summed. Each question (task) was summed for similar answers, both for frequency and difficulty, and put in tabular form. Responses were then summed for difficulty regardless of frequency. Those not responding were not included in the summation. The questions were next grouped by the number of people finding them difficult. The tasks in the fifteen most significant difficulty groups were then assessed for frequency. Each area of the survey (language, culture, knowledge of bilingual processes, and instructional skills) was then examined for the same fifteen groups of people.

The data were then analyzed to determine the top fifteen groups of questions to which most people responded "daily," and then the difficulty for the questions in the top fifteen groups of daily responses was measured.

The average frequencies for all of the questions in the survey were taken, and the average difficulty for all tasks performed monthly or more often was computed. More specifically, the average frequencies of questions with an average difficulty of 2.0 or more were then determined.

A chi-square test (Appendix A) was used to determine the significance in the relationship between educational background and task difficulty in each of the four areas. A similar procedure was followed for formal coursework in Spanish and task difficulty. (A chi-square test is one of the best-known nonparametric tests of significance in social research and is used to make comparisons between two or more samples.)

To increase the face validity of the raw data, a personal follow-up was made in which a sampling of forty monolingual teachers in bilingual programs and forty bilingual teacher aides were interviewed by the author. These teachers were asked to indicate five tasks which they would like their bilingual aide to be able to perform (regardless of the present competencies of the aide, but in light of the areas of greatest need in the classroom). The aides, likewise, were asked to indicate the five tasks they would like to be able to perform to be a better aide and a greater asset to their bilingual classrooms.

The results of these interviews were then matched against the computerized results of the data to provide additional proof that the questions in each area which were weighted as the most important and needed skills, in the opinion of the author, were, in effect, the same as those deemed important by the aide and the teacher.

Limitations to the Study

In an attempt to develop educational programs that recognize, respect, and incorporate the linguistic and cultural diversities existing among the children of this country, schools are faced with the need for a wide variety of programs to accommodate these similarities and differences. Since each cultural and linguistic group has many different needs, one type of bilingual program will not meet the educational objectives of everyone. Heterogeneity within the cultural group, the community's attitudes toward the status of the language and their desire for maintenance or transfer (Mackey, 1974, p. 154), and financial assistance from federal and state agencies are only a few of the factors which determine what type of program will best meet the needs of the children in each school district.

The catch-all phrase bilingual program encompasses a great variety of curriculum patterns which vary significantly. The medium of instruction in a bilingual program may be one language, two languages, or more (single or dual medium). The development pattern may be maintenance of two or more languages or transfer from one medium of instruction to another. The distribution of the languages may be different, or equal and the same. The direction may be toward assimilation into a dominant culture, toward acculturation, or toward integration into a resurgent one, that is, irredentism. Or it may be neither one nor the other, but simply the maintenance of the languages at an equal level. In this case, the languages may be equal but different, or equal and equivalent. Finally, the change from one medium to another may be complete or gradual (Mackey, 1974, p. 154).

Some of the programs which fall into these various categories are Title VII ESEA bilingual programs (with transfer or maintenance approaches), Title I ESEA (with or without remediation emphasis), pure ESL programs, state bilingual programs, migrant bilingual programs, special English programs, Follow Through, Right to Read, Emergency School Aid, Education for the Handicapped, and individually designated state programs.

In attempting to develop an instrument which identified the tasks required of the bilingual teacher aide and which sought to evaluate the frequency with which they were performed and the degree of facility (ease or difficulty) of the aide, many variables were noted as possible limitations to the validity of the instrument, as well as to the study of the problem.

The questionnaire was developed to be used with a large enough group of aides to give sufficient validity to the results. The bilingual teacher aides participating in the study came from the many different types of bilingual programs mentioned earlier. Each program had its own objectives and activities developed to meet the needs of its students.

Even when the aides were working within programs with similar objectives, the master teacher was seen as an additional variable. The bilingual teacher aide working as a team with a monolingual English speaking teacher, by necessity, has to assume different responsibilities than the bilingual teacher aide working as a team with a bilingual teacher.

Likewise, aides working in transitional bilingual programs find fewer activities conducted in Spanish than aides working in maintenance programs, whereas aides in ESL and special English programs use their Spanish in different situations and with varying degrees of frequency.

Another variable was the educational background of the bilingual teacher aide. Both the extent of the aide's education and the country in which she was educated figure significantly into which areas she finds more or less difficult. With the lack of teaching jobs, many certified teachers are currently working as aides. This, too, accounted for a greater variety in the knowledge and skills of those responding to the questionnaire.

Aides working half days find themselves exposed consistently to only those activities during their part of the school day. Differences in tasks and in their frequency also occur, because the aides participating were involved in classrooms at different grade levels, K-6.

A functional limitation appeared and should also be noted. Upon administering the questionnaire, it became apparent to the author that it was too long. Many of the aides appeared tired and hurried toward the end, thereby the possibility of invalidation of some of the latter questions which focused on instructional skills. It is interesting to note, however, that the aides in the pilot group, upon whom the study was pretested before being disseminated, expressed neither concern nor frustration with the length. Results of the tabulation and total area comparisons indicate the extent to which the length affected the accuracy of the answers.

QUESTIONNAIRE FOR BILINGUAL TEACHER AIDES

Developed by

Marilyn R. Seymann

for

Purposes of a Study Conducted on

Research and Analysis of Competencies Needed by the

Bilingual Teacher Aide

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PLEASE PUT THE NUMBER WHICH ANSWERS EACH QUESTION ON THE LINE AT THE LEFT SIDE OF THE PAGE.

____A. My present position is:

1. Bilingual teacher aide
2. Teacher
3. Student Teacher
4. Administration

____B. I have been in my present position

1. Less than one year
2. One year
3. Two years
4. Three years
5. More than three years

____C. I am:

1. Mexican American
2. Black
3. Anglo
4. Other

____D. Sex

1. Female
2. Male

____E. I am in the following age group:

1. 18-25
2. 26-40
3. 41-50
4. 51-60
5. Over 60

____F. Do you live in the neighborhood of the school?

1. Yes
2. No

____G. My educational background is:

1. Do not have a high school diploma
2. High School Diploma or G.E.D.
3. A.A. degree (junior/community college degree)
4. Some college
5. B.A. degree (university)
6. M.A. degree
7. Ph.D. or Ed.D

____H. How much <u>formal</u> coursework in Spanish have you had?

1. One year of Spanish in high school
2. More than one year of Spanish in high school
3. One year of Spanish in college
4. More than one year of Spanish in college
5. No courses in Spanish

QUESTIONNAIRE FOR BILINGUAL TEACHER AIDES

DIRECTIONS: Please write one number on the line on each side of the question. The numbers on the left indicate whether the task is (1) easy, (2) average, or (3) difficult. The numbers on the right indicate how often you perform each task. Please think about each item carefully and then write the numbers which best describe the task.

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task:

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

SAMPLE QUESTION:

2 1. Reads stories aloud in Spanish to groups of children 1

LANGUAGE

_____ 1. Translates orally into English, notes from parents written in Spanish. _____

_____ 2. Interprets in parent-teacher conferences. _____

_____ 3. Reads stories aloud in Spanish to groups of children. _____

_____ 4. Reads stories aloud in English to groups of children. _____

_____ 5. Responds to children's questions asked in Spanish. _____

_____ 6. Responds to children's questions asked in English. _____

_____ 7. Uses Spanish dictionary. _____

_____ 8. Uses English dictionary. _____

_____ 9. Translates teacher's notes to parents into written Spanish. _____

_____ 10. Writes in Spanish, stories children dictate in Spanish. _____

_____ 11. Writes in English, stories children dictate in English. _____

_____ 12. Translates the teacher's directions and instructions in a learning activity into Spanish for the child. _____

_____ 13. Translates into Spanish for the child the lesson content taught by the teacher.

_____ 14. Translates into Spanish for the parent the teacher's explanation of the bilingual program. _____

_____ 15. Pronounces each sound of the Spanish alphabet for the children. _____

_____ 16. Pronounces each sound of the English alphabet for the children. _____

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task:

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

CULTURE

_____	17.	Informs teacher of similarities and differences between Anglo culture and the minority culture.	_____
_____	18.	Informs the teacher of cultural, social and economic differences in the bicultural student's way of learning.	_____
_____	19.	Interprets to teacher and school personnel minority customs and beliefs (funerals, birthdays, etc.).	_____
_____	20.	Explains to teacher reasons for parents' hesitations about communication with teacher, visiting school, etc.	_____
_____	21.	Explains to teacher the meaning of a child's actions (behavior) in terms of his culture.	_____
_____	22.	Explains to teacher cultural attitudes towards discipline.	_____
_____	23.	Alerts teacher to possible cultural explanations of pupil's conflicts.	_____
_____	24.	Helps teacher screen children for problems.	_____
_____	25.	Helps teacher evaluate tests and materials for cultural biases.	_____
_____	26.	Explains to teacher the possible differences in the bicultural child's way of relating to others.	_____
_____	27.	Interprets for the teacher the cultural meanings of certain words or gestures.	_____
_____	28.	Explains the possibility of a difference in meaning when the child translates from Spanish into English.	_____
_____	29.	Interprets for the teacher the cultural meaning of a child's drawing.	_____
_____	30.	Interprets for the teacher the cultural meanings in a child's experience story.	_____
_____	31.	Gives teacher suggestions for how the school experience may better meet the needs of the bilingual-bicultural child.	_____
_____	32.	Explains to teacher that cultural difference is not a cultural defect.	_____
_____	33.	Encourages the teacher to recognize the value of all culutres.	_____
_____	34.	Encourages the children to recognize the value of all cultures.	_____
_____	35.	Reinforces the child in maintaining identity and pride in his native culture.	_____

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task:

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

CULTURE (cont'd)

_____	36.	Points out to teacher the contributions of the cultural group to the history and culture of the United States.	_____
_____	37.	Points out to students, the contributions of the cultural group to the history and culture of the United States.	_____
_____	38.	Discusses with teacher how to develop activities involving the culture of the bicultural child.	_____
_____	39.	Alerts teacher to the special experiences of the bicultural child.	_____
_____	40.	Maintains a cultural interest area in the classroom.	_____
_____	41.	Plans a cultural bulletin board in the classroom.	_____
_____	42.	Helps teacher plan cultural games and activities.	_____
		Serves as an effective resource person in the following areas:	
_____	43.	History of Mexico	_____
_____	44.	Holidays and Customs	_____
_____	45.	Songs and dances	_____
_____	46.	Proverbs, sayings	_____
_____	47.	Crafts	_____
_____	48.	Folktales	_____
_____	49.	Food	_____
_____	50.	Helps teacher define and plan successful experiences for the bicultural child.	_____
_____	51.	Points out to the teacher the need to include the culture as part of lessons in other subject areas.	_____

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task:

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

KNOWLEDGE OF BILINGUAL PROCESSES

_____	52.	Explains to teachers, school personnel and parents the meaning of bilingual education.	_____
_____	53.	Explains to teachers, school personnel and parents the goals of bilingual education.	_____
_____	54.	Explains to teachers, school personnel and parents the types of bilingual programs available.	_____
_____	55.	Explains to parents the purpose, goal and structure of the school's bilingual program.	_____
_____	56.	Keeps teacher informed of the current theories on bilingual education.	_____
_____	57.	Keeps teacher informed of new methods being developed in bilingual education.	_____
_____	58.	Works with teacher in selecting teaching methods most suitable for the bilingual child.	_____
_____	59.	Keeps teacher informed of available materials in bilingual education.	_____
_____	60.	Works with teacher in evaluating available materials.	_____
_____	61.	Keeps teacher informed of new tests being developed in bilingual education.	_____
_____	62.	Works with teacher in selecting testing materials.	_____
_____	63.	Works with teacher in evaluating testing results.	_____

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task:

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

INSTRUCTIONAL SKILLS

_____	64.	Participates in long range planning with teachers.	_____
_____	65.	Develops own long range plans.	_____
_____	66.	Prepares daily lesson plans with teachers.	_____
_____	67.	Prepares daily lesson plans without teachers.	_____
_____	68.	Works with teacher to identify specific learning styles of children.	_____
_____	69.	Works primarily without teacher to identify specific learning styles of children.	_____
_____	70.	Works with teacher to develop techniques and skills that will make the instructional program more effective for the language different child.	_____
_____	71.	Develops own techniques to make the instructional program more effective for the language different child.	_____
_____	72.	Works with teacher to diagnose individual children's problems.	_____
_____	73.	Diagnoses individual children's problems without the teacher.	_____
_____	74.	Uses checklist prepared by teacher to record necessary information about individual children.	_____
_____	75.	Records information about individual students on a self-prepared checklist.	_____
_____	76.	Assists teacher in evaluating individual pupil performance.	_____
_____	77.	Evaluates individual pupil performance alone.	_____
_____	78.	Assists teacher with evaluation of classroom activities.	_____
_____	79.	Evaluates classroom activities alone.	_____
_____	80.	Observes the behavior and progress of the bilingual student.	_____
_____	81.	Makes entries into student's records reporting progress.	_____
_____	82.	Alerts teacher to the special needs of the bilingual student.	_____

Prepares lessons with the teacher in the following areas:

_____	83.	Oral language development	_____
_____	84.	Mathematics	_____

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task:

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

INSTRUCTIONAL SKILLS (cont'd)

_____	85.	Science	_____
_____	86.	Social Studies	_____
_____	87.	Reading Readiness (word recognition, left to right progression)	_____
_____	88.	Reading	_____
_____	89.	Writing	_____
_____	90.	Music	_____
_____	91.	Arts/Crafts	_____
		Prepares own lessons in the following areas:	
_____	92.	Oral language development	_____
_____	93.	Mathematics	_____
_____	94.	Science	_____
_____	95.	Social Studies	_____
_____	96.	Reading Readiness	_____
_____	97.	Reading	_____
_____	98.	Writing	_____
_____	99.	Music	_____
_____	100.	Art/Crafts	_____
		Conducts individual and small group learning experiences from lesson plans prepared with teacher in:	
_____	101.	Oral language development	_____
_____	102.	Mathematics	_____
_____	103.	Science	_____
_____	104.	Social Studies	_____
_____	105.	Reading Readiness	_____
_____	106.	Reading	_____
_____	107.	Writing	_____
_____	108.	Music	_____

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task:

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

INSTRUCTIONAL SKILLS (cont'd)

_____ 109. Arts/Crafts _____

Conducts individual and small group learning experiences from own lesson plans in:

_____ 110. Oral language development _____

_____ 111. Mathematics _____

_____ 112. Science _____

_____ 113. Social Studies _____

_____ 114. Reading Readiness _____

_____ 115. Reading _____

_____ 116. Writing _____

_____ 117. Music _____

_____ 118. Art/Crafts _____

Conducts individual and small group learning experiences under teacher supervision in:

_____ 119. Oral language development _____

_____ 120. Mathematics _____

_____ 121. Science _____

_____ 122. Social Studies _____

_____ 123. Reading Readiness _____

_____ 124. Reading _____

_____ 125. Writing _____

_____ 126. Music _____

_____ 127. Art/Crafts _____

Teaches individual and small groups without supervision in:

_____ 128. Oral language development _____

_____ 129. Mathematics _____

_____ 130. Science _____

_____ 131. Social Studies _____

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task:

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

INSTRUCTIONAL SKILLS (cont'd)

_____	132. Reading Readiness	_____
_____	133. Reading	_____
_____	134. Writing	_____
_____	135. Music	_____
_____	136. Art/Crafts	_____
	Teaches in the following areas in English:	
_____	137. Oral language development	_____
_____	138. Mathematics	_____
_____	139. Science	_____
_____	140. Social Studies	_____
_____	141. Reading Readiness	_____
_____	142. Reading	_____
_____	143. Writing	_____
_____	144. Music	_____
_____	145. Art/Crafts	_____
	Teaches in the following areas in Spanish:	
_____	146. Oral language development	_____
_____	147. Mathematics	_____
_____	148. Science	_____
_____	149. Social Studies	_____
_____	150. Reading Readiness	_____
_____	151. Reading	_____
_____	152. Writing	_____
_____	153. Music	_____
_____	154. Art/Crafts	_____

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task:

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

INSTRUCTIONAL SKILLS (cont'd)

Works mainly as a team with the teacher for whole class instruction in:

_____	155.	Oral language development	_____
_____	156.	Mathematics	_____
_____	157.	Science	_____
_____	158.	Social Studies	_____
_____	159.	Reading Readiness	_____
_____	160.	Reading	_____
_____	161.	Writing	_____
_____	162.	Music	_____
_____	163.	Art/Crafts	_____

Works mainly with small groups and individual students in:

_____	164.	Oral language development	_____
_____	165.	Mathematics	_____
_____	166.	Science	_____
_____	167.	Social Studies	_____
_____	168.	Reading Readiness	_____
_____	169.	Reading	_____
_____	170.	Writing	_____
_____	171.	Music	_____
_____	172.	Arts/Crafts	_____
_____	173.	Uses instructional approach (teaching method) suggested by teacher.	_____
_____	174.	Uses own instructional approach.	_____
_____	175.	Works with small groups of students in their native language to reinforce material initially introduced by the teacher.	_____
_____	176.	Works with small groups of students in their native language to teach new material.	_____

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task:

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

INSTRUCTIONAL SKILLS (cont'd)

_____	177.	Supervises pupils in groups to see if the teacher's directions are being carried out.	_____
_____	178.	Supervises pupils in groups to see if own instructions are being carried out.	_____
_____	179.	Conducts drill work with students under teacher's supervision.	_____
_____	180.	Conducts drill work with students without teacher's supervision.	_____
_____	181.	Assists students in library work (choosing books).	_____
_____	182.	Assists students in looking up information in books, encyclopedias, dictionary.	_____
_____	183.	Assists teacher in bilingual library work.	_____
_____	184.	Plays listening games with the children.	_____
_____	185.	Guides discussion groups on topic chosen by teacher.	_____
_____	186.	Guides discussion groups on topic chosen by aide.	_____
_____	187.	Listens to students talk about themselves.	_____
_____	188.	Listens to students tell stories.	_____
_____	189.	Tells stories to students.	_____
_____	190.	Watches students act out stories.	_____
_____	191.	Acts out stories with children.	_____
_____	192.	Directs instructional games.	_____
_____	193.	Observes and records data from own observation.	_____
_____	194.	Leads oral reading for small groups in Spanish.	_____
_____	195.	Leads oral reading for small groups in English.	_____
_____	196.	Leads class discussion in Spanish.	_____
_____	197.	Leads class discussion in English.	_____
_____	198.	Leads questions stimulating discussions in Spanish.	_____

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task:

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

INSTRUCTIONAL SKILLS (cont'd)

_____	199.	Leads question stimulating discussions in English.	_____
_____	200.	Leads listening development activities in Spanish.	_____
_____	201.	Leads listening development activities in English.	_____
_____	202.	Corrects oral speech errors of students under teacher supervision.	_____
_____	203.	Corrects oral speech errors of students without teacher supervision.	_____
_____	204.	Demonstrates pronunciation of difficult sounds in English.	_____
_____	204.	Demonstrates pronunciation of difficult sounds in Spanish.	_____
_____	206.	Develops special materials with teacher to help child correct speech errors.	_____
_____	207.	Develops own special materials to help children correct speech errors.	_____
_____	208.	Develops vocabulary lists with children.	_____
_____	209.	Assists individual students in need of special attention with his school work.	_____
_____	210.	Assists individual students with his personal problems.	_____
_____	211.	Guides independent study, enrichment work and remedial work set up by the teacher.	_____
_____	212.	Checks notebooks.	_____
_____	213.	Corrects papers.	_____
_____	214.	Corrects objective tests.	_____
_____	215.	Supervises test taking and make-up work.	_____
_____	216.	Offers special help in areas of own special competencies.	_____
_____	217.	Explains classroom and school rules to children.	_____
_____	218.	Enforces classroom and school rules and regulations.	_____

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task:

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

INSTRUCTIONAL SKILLS (cont'd)

Assists teacher in collecting bilingual instructional materials for:

_____ 219. Oral language development _____
_____ 220. Mathematics _____
_____ 221. Science _____
_____ 222. Social Studies _____
_____ 223. Reading Readiness _____
_____ 224. Reading _____
_____ 225. Writing _____
_____ 226. Music _____
_____ 227. Art/Crafts _____

Collects own bilingual instructional materials for:

_____ 228. Oral language development _____
_____ 229. Mathematics _____
_____ 230. Science _____
_____ 231. Social Studies _____
_____ 232. Reading Readiness _____
_____ 233. Reading _____
_____ 234. Writing _____
_____ 235. Music _____
_____ 236. Art/Crafts _____

Assists teacher in selecting bilingual instructional materials for:

_____ 237. Oral language development _____
_____ 238. Mathematics _____
_____ 239. Science _____
_____ 240. Social Studies _____
_____ 241. Reading Readiness _____

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task:

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

INSTRUCTIONAL SKILLS (cont'd)

Assists teacher in selecting bilingual instructional materials for:

_____ 242. Reading _____

_____ 243. Writing _____

_____ 244. Music _____

_____ 245. Art/Crafts _____

Selects own bilingual instructional materials for:

_____ 246. Oral language development _____

_____ 247. Mathematics _____

_____ 248. Science _____

_____ 249. Social Studies _____

_____ 250. Reading Readiness _____

_____ 251. Reading _____

_____ 252. Writing _____

_____ 253. Music _____

_____ 254. Arts/Crafts _____

Prepares bilingual instructional materials with teacher for:

_____ 255. Oral language development _____

_____ 256. Mathematics _____

_____ 257. Science _____

_____ 258. Social Studies _____

_____ 259. Reading Readiness _____

_____ 260. Reading _____

_____ 261. Writing _____

_____ 262. Music _____

_____ 263. Arts/Crafts _____

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task:

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

INSTRUCTIONAL SKILLS (Cont'd)

Prepares own bilingual instructional materials for:

_____ 264. Oral language development _____

_____ 265. Mathematics _____

_____ 266. Science _____

_____ 267. Social Studies _____

_____ 268. Reading Readiness _____

_____ 269. Reading _____

_____ 270. Writing _____

_____ 271. Music _____

_____ 272. Arts/Crafts _____

Prepares written handouts in Spanish for:

_____ 273. Oral language development _____

_____ 274. Mathematics _____

_____ 275. Science _____

_____ 276. Social Studies _____

_____ 277. Reading Readiness _____

_____ 278. Reading _____

_____ 279. Writing _____

_____ 280. Music _____

_____ 281. Arts/Crafts _____

Prepares written handouts in English for:

_____ 282. Oral language development _____

_____ 283. Mathematics _____

_____ 284. Science _____

_____ 285. Social Studies _____

_____ 286. Reading Readiness _____

_____ 287. Reading _____

_____ 288. Writing _____

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task:

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

INSTRUCTIONAL SKILLS (cont'd)

Prepares written handouts in English for:

_____ 289. Music _____

_____ 290. Arts/Crafts _____

_____ 291. Assists teacher in appropriately adapting instructional materials for use in the bilingual classroom.

_____ 292. Adapts instructional materials for use in the bilingual classroom. _____

_____ 293. Uses child's culture/language experience and skills as a means of developing relevant materials for him. _____

_____ 294. Uses minority child's culture as an enrichment of the materials developed for the other classroom children. _____

_____ 295. Prepares and constructs classroom tests with teacher. _____

_____ 296. Prepares and constructs classroom tests without the teacher. _____

_____ 297. Administers standardized tests (example: Metropolitan Reading, Monroe, Oral, etc.) for students with teacher supervision. _____

_____ 298. Administers standardized tests for students without teacher supervision. _____

_____ 299. Translates into Spanish standardized tests for children. _____

_____ 300. Scores standardized tests with teacher supervision. _____

_____ 301. Scores standardized tests without teacher supervision. _____

_____ 302. Evaluates test results with teacher. _____

_____ 303. Evaluates test results without teacher. _____

_____ 304. Goes over lesson plans, materials and teaching strategies with teacher after test results are known. _____

_____ 305. Goes over lesson plans, materials and teaching strategies without teacher after test results are known. _____

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task:

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

INSTRUCTIONAL SKILLS (cont'd)

Develops instructional games with teacher to teach in the following areas:

_____	306.	Oral language development	_____
_____	307.	Mathematics	_____
_____	308.	Science	_____
_____	309.	Social Studies	_____
_____	310.	Reading Readiness	_____
_____	311.	Reading	_____
_____	312.	Writing	_____
_____	313.	Music	_____
_____	314.	Arts/Crafts	_____

Develops own instructional games to teach in the following areas:

_____	315.	Oral language development	_____
_____	316.	Mathematics	_____
_____	317.	Science	_____
_____	318.	Social Studies	_____
_____	319.	Reading Readiness	_____
_____	320.	Reading	_____
_____	321.	Writing	_____
_____	322.	Music	_____
_____	323.	Arts/Crafts	_____

Develops instructional games with teacher to reinforce the following areas:

_____	324.	Oral language development	_____
_____	325.	Mathematics	_____
_____	326.	Science	_____
_____	327.	Social Studies	_____
_____	328.	Reading Readiness	_____

For me this task is:

1. Easy
2. Average
3. Difficult

I perform this task:

1. Daily
2. Weekly
3. Monthly
4. Yearly
5. Never

INSTRUCTIONAL SKILLS (cont'd)

Develops instructional games with teacher to reinforce the following areas:

_____ 329. Reading _____

_____ 330. Writing _____

_____ 331. Music _____

_____ 332. Arts/Crafts

Develops own instructional games to reinforce the following areas:

_____ 333. Oral language development _____

_____ 334. Mathematics _____

_____ 335. Science _____

_____ 336. Social Studies _____

_____ 337. Reading Readiness _____

_____ 338. Reading _____

_____ 339. Writing _____

_____ 340. Music _____

_____ 341. Arts/Crafts _____

RESULTS OF THE STUDY

The results of this study are based on (1) an analysis of research data derived from responses to the questionnaire on the tasks which the aides were asked to perform, their degree of difficulty, and their frequency of performance; (2) chi-square tests for significance of the bilingual teacher aides' background data and areas of task performance; (3) structured interviews with forty bilingual teacher aides; (4) structured interviews with their forty monolingual supervising teachers (conducted separately); and (5) a review of the literature.

Summary of Background Data

Background data on the 131 subjects of the study indicated the following characteristics of the population:

(1) Of the 131 subjects, 104 persons indicated their present position as "bilingual teacher aide," 2 as bilingual student teachers, and 25 as teacher aides in special English programs.

(2) 58 persons indicated that they have been in their present positions less than 1 year, 17 for 1 year, 25 for 2 years, 13 for 3 years, and 18 for more than 3 years.

(3) Of the 131 respondents, 125 were Mexican Americans, 2 were Anglo, 4 were "other," and none were Black.

(4) There were 123 females and 8 males. There were 39 in the age group 18-25; 64 in the age group 26-40; 21 in the age group 41-50; 5 in the age group 51-60; 1 over 60; and 1 did not respond (NA).

(5) 60 respondents indicated that they lived in the neighborhood of the school, 70 did not, and 1 did not respond (NA).

(6) Of the 131 participants, 20 did not have high school diplomas, 73 had high school diplomas or GEDs, 4 indicated holding AA degrees, 30 had "some" college (nonspecific amount), 2 held BA degrees, 1 had an MA, and 1 did not respond (NA).

(7) Formal coursework in Spanish was also assessed; 29 respondents had one year of Spanish in high school, 33 had more than one year in high school, 11 indicated having one year of Spanish in college, 13 said they had more than one year of Spanish in college, and 45 indicated that they had taken no courses in Spanish. However, when this data was used in the chi-square analysis a more gross categorization was used: coursework/no coursework. Similarly with educational background, grouping was made between no/any college.

Of these characteristics only educational background and formal coursework in Spanish were analyzed in terms of relationship to task difficulty because of the nature of the study. It was felt that these two factors might have a relationship to the ease or difficulty with which the bilingual teacher aide was able to perform certain tasks, as upgrading of skills might well prove to be a product of education.

Since it was the intent of this study to analyze the skills needed by the bilingual teacher aide for successful task performance and to make specific recommendations for educational program development (bilingual curriculum), it was deemed important to analyze if, in effect, ease in task performance, by areas, was related to (a) educational background and (b) formal training in Spanish. This analysis is described in detail in Appendix A.

In terms of educational background, chi-square values were significant at the .01 level for all areas except language. In spite of the nonsignificance of the chi-square value for difficulty of language and educational background, tasks requiring formal language skills appear throughout the study in the high difficulty range. Personal interviews with both teachers and teacher aides, as well as the experience of the author in working with aides, provides additional evidence that we should not accept without question the face value of this nonsignificance. Educational background, as questioned, does not necessarily include any language training. That is, except in the case of language skills, bilingual teacher aides with some college training generally report tasks to be easier than those without college training.

In all areas except culture, reported ease of task performance was found to be related to formal Spanish coursework, with chi-square values significant at the .01 level for language and instructional skills and at the .05 level for bilingual processes. In the case of culture, however, the hypothesized relationship between formal Spanish coursework and ease of task performance had to be rejected at even the .05 level. That is, at a .05 level of significance, sample differences in reported difficulties could be attributed only to chance where culture was concerned.

Analysis of the Data

The questions which appeared as the most difficult (see Appendix B) consistently appeared to be performed with low frequency (yearly, never). The questions which appeared as the least difficult indicated a high frequency of performance (monthly or more often).

Each additional analysis of the data substantiated these conclusions and illustrated a basic behavioral principle: people will not choose to do, or do frequently, that which is likely to lead to failure. People do not tend to volitively repeat negative experiences (Keller and Schoenfeld, 1950, p. 328). This behavioral principle leads one to expect that difficult tasks will be performed with lower frequency.

Weighting all questions and all individuals equally, a chi-square test was used to confirm that the data conforms to the principle that frequency of performance is related to task difficulty. The chi-square value was significant at the .01 level indicating that such a relationship can, in fact, be expected to exist among instructionally untrained bilingual aides. Analyzing questions by area and using a chi-square test showed a similarly significant relationship between frequency and difficulty for each area, (Table 3, Appendix A).

Although a low frequency of performance of certain tasks is noted, it must not be erroneously concluded that these tasks are of less importance. Lack of task performance does not necessarily reflect a lack of priority in task importance. Task frequency appears to be related to the assessed skills of the bilingual aide more so than to the assessed needs of the bilingual classroom.

Teachers' attitudes and expectations tend to alter the requests they make of the aides. That is, teachers hesitated to ask the aide to perform certain tasks which they felt the aide would not be able to perform well, and thereby accounted for the lowered performance frequency. However, when interviewed, these teachers clearly indicated the tasks they would like to be able to ask their aide to perform. In like manner, the aides were aware of the tasks which they would like to and felt they should be able to perform, but did not because of their anticipated or perceived inability to perform them well.

Although the questions were stated as tasks and grouped in four areas, the intent of the study was not merely to isolate tasks. The purpose was to identify the skills and knowledge necessary for the successful performance of these tasks. Although certain tasks may appear in different areas of the study, on examination it becomes apparent that similar skills are needed for their performance. In these cases, therefore, it was appropriate to analyze and group the tasks by skills rather than by area.

Language Skills

In the language area, the questions of highest difficulty were those which involved the skills of written Spanish--both in the encoding and decoding phases (Questions 9, 10). Additional difficulty was noted in Question 15, which required the formal knowledge of the sound system of Spanish. While none of these three questions fell within the range of the top fifteen difficulty groups, where the cutoff was at sixty responses, it should be noted that they were very close to the range and were considered because of the concern expressed by both the teachers and the aides in this area.

Questions:

9. Translates teacher's notes to parents into written Spanish.

10. Writes in Spanish, stories children dictate in English.

15. Pronounces each sound of the Spanish alphabet for the children.

Lack of these same skills was noted to cause difficulty in the performance of tasks (Questions 148, 149, 153) in the instructional area. It should be noted that these three questions did fall into the category of the fifteen top difficulty groups. These questions required the teaching of subject matter areas in Spanish. While one might question whether it is methodology, content, or lexicon which would account for this high difficulty, this can be resolved by comparing the responses in this group (Questions 146-154) with those of the preceding group of questions (137-145) which required the same knowledge of the subject matter and methodology, but not of the Spanish language. Responses of difficulty to the preceding group were significantly lower, indicating that language, not content or methodology, is the most likely cause of difficulty.

Questions: Teaches in the following areas in Spanish:

148. Science

149. Social Studies

153. Music

Questions: 137-145: Teaches in the following areas in English: Oral language development, mathematics, science, social studies, reading readiness, reading, writing, music, and arts/crafts.

146-154: Teaches in the following areas in Spanish: Oral language development, mathematics, science, social studies, reading readiness, reading, writing, music and arts/crafts.

This pattern is noticeable throughout the survey (see questions 273-281 vs. 282-290). The aides functioned with much greater ease in English, in both the oral and the written domains of the classroom. In the group of questions 273-281, of the nine subject areas, seven fell within the top fifteen difficulty groups with the other two closely following. Again, the hypothesis that the difficulty lies in the Spanish language ability, rather than in the content, is proved by the comparison with the next area (Questions 282-290) in which the same nine areas are listed, but the question involved the use of English. There were no questions in this group which approached any significant number in the difficulty range.

Questions: 273-281: Prepares written handouts in Spanish for: Oral language development, mathematics, science, social studies, reading readiness, reading, writing, music and arts/crafts.

282-290: Prepares written handouts in English for: Oral language development, mathematics, science, social studies, reading readiness, reading, writing, music, and arts/crafts.

Additional validation of the need for writing and reading skills in Spanish is shown by the responses to Questions 230, 231, 239, 248, 249, 257, 258, 266, and 267), all of which were among the fifteen most difficult and all of which deal with the preparation and selection of bilingual instructional materials, thereby necessitating the ability to read and write Spanish, both for selection and preparation.

Questions:	230-231:	Collects own bilingual instructional materials for: Science, social studies
	239:	Assists teacher in selecting bilingual instructional materials for: Science
	248-249:	Selects own bilingual instructional materials for: Science, social studies
	257-258:	Prepares bilingual instructional materials with teacher for: Science, social studies
	266-267:	Prepares own bilingual instructional materials for: Science, social studies

Both the teacher aides and the teachers expressed great concern in this area as well. The teachers indicated the need for their aides to be more skilled in reading and writing Spanish so that the aide could be able to teach reading and phonics in Spanish. The aides, perceiving language ability to be one of the main reasons for which they were hired, felt this need acutely as well.

Culture

In the area of culture, the tasks which appeared among the most difficult were those dealing with being an effective resource person (Questions 43, 46, 48). These areas, as well as Questions 36 and 37, which did not rank among the most difficult but bordered very closely, require the same skill for effective performance: knowledge of the history and culture of Mexico, including its traditions and folklore.

Questions:	36:	Points out to teacher the contributions of the cultural group to the history and culture of the United States
	37:	Points out to students the contributions of the cultural group to the history and culture of the United States
	43, 46, 48:	Serves as an effective resource person in the following areas: History of Mexico; proverbs, sayings; and folktales

Once again the personal interviews validated the data. The teachers wished their aides were more knowledgeable about Mexican history and culture so that the aide could explain them to the teacher and teach them to the children. The aides voiced similar concern with this area. They felt, once again, that they had been selected because of their membership in the "cultural group" and were not as knowledgeable about their own culture as they were "expected" to be. The desire to raise their classroom competency in the cultural and historical areas was accompanied by a revitalized interest in their inherited culture. Many attributed this renewed interest to the fact that, as a result of the bilingual programs, they now viewed their culture as a valued one.

Teachers also wished to be able to utilize the aide to help identify how the culture manifests itself in the behavior and learning styles of the child, so that the curriculum, methods, materials, and tests selected and used could be most appropriate.

Survey questions relating to the application of this cultural knowledge (Questions 25, 29, 30, 31) also appeared within a high difficulty range indicating the similar concern of the aides who felt unprepared to perform in this applied area.

Questions:

25: Helps teacher evaluate tests and materials for cultural biases.

29: Interprets for the teacher the cultural meanings of a child's drawing.

30: Interprets for the teacher the cultural meanings in a child's experience story.

31: Gives teacher suggestions for how the school experience may better meet the needs of the bilingual-bicultural child.

Knowledge of Bilingual Process

In this area the four questions which received the highest difficulty ratings (all four were in the top fifteen difficulty groups) were concerned with skills involving formally acquired knowledge. Questions 56, 57, 61, and 62 indicate a need for more knowledge of the basic philosophy and theory of bilingual education, its current status and application to newly developed methods and testing materials, and the ability to communicate about these topics. Teachers expected to use the aides as information sources because of the inservice programs given to the aides. However, the aides felt inadequately prepared to serve in this role.

Questions:	56:	Keeps teacher informed of the current theories on bilingual education.
	57:	Keeps teacher informed of new methods being developed in bilingual education.
	61:	Keeps teacher informed of new tests being developed in bilingual education.
	62:	Works with teacher in selecting testing materials.

Instructional Skills

The instructional skills which appeared among the most difficult appeared to be those in which Spanish was used specifically (Questions 148, 149, 153) or as part of "bilingual skills" (Questions 230, 231, 239, 248, 249, 257, 258, 266, 267, 273, 274, 275, 276, 277, 280, and 281). As the result of comparing paired groups of questions in which the other skills involved were similar and difficulty level was insignificant, it was felt that the skill that was lacking for the successful performance of these tasks was a language skill. These tasks were discussed earlier as part of "Language Skills."

Additional instructional questions which fell within the most difficult tasks included Questions 317 and 335. These indicated a need for closer observation of the other questions under which subject areas were stated (Questions 83-172, 219-290, and 306-341; see questionnaire, pages 27-39). It should be noted that the areas of science, social studies, and music were consistently described as the areas of highest difficulty, regardless of the question asked about them.

Possible explanation of these high levels of difficulty in the areas of science and social studies can be the minor role which these subjects play in the curriculum of K-3 bilingual classrooms. Because of the lack of familiarity in these areas, both in content and in terminology, problems in teaching would be anticipated.

Music, however, which is a part of the bilingual K-3 curriculum, was found to be difficult because the specific skills which are required for the classroom are learned ones: playing the piano, singing a tune, knowing the words to songs. The aides expressed concern that they had not ever formally learned music and were, consequently, lacking these skills.

Questions:	148, 149, 153:	Teaches in the following areas in Spanish: Science, social studies, music
	230, 231:	Collects own bilingual instructional materials for: Science, social studies
	239:	Assists teacher in selecting bilingual instructional materials for: Science
	248, 249:	Selects own bilingual instructional materials for: Science, social studies
	257, 258:	Prepares bilingual instructional materials with teacher for: Science, social studies
	266, 267:	Prepares own bilingual instructional materials for: Science, social studies
	273-277, 280-281:	Prepares written handouts in Spanish for: Oral language development, mathematics, science, social studies, reading readiness, music, and arts/crafts
	317:	Develops own instructional games to teach in the following areas: Science
	335:	Develops own instructional games to reinforce the following areas: Science

Once again, in the instructional area, the personal interviews were consistent with the expressed areas of difficulty indicated by the survey. The internal consistency of the data was impressive; the results of the personal interviews, both with the aides and the teachers, corresponded significantly with the results of the questionnaire, thereby further increasing the face validity of the observations.

CONCLUSION AND RECOMMENDATIONS

Conclusion

If it were not for the bilingual teacher aide there would be no bilingual education programs at the present time. However, insufficient attention has been given to this fact by educators, funding sources, and the community itself.

This study has documented the most important skills currently needed by the bilingual teacher aide to perform the necessary tasks when the aide has been given primary instructional responsibilities. It has been concluded, based on the results of this study, that bilingual teacher aides are specifically unprepared to perform in the very areas for which they were employed.

Recommendations

It is the feeling of the author that the education of the bilingual teacher aide, viewed from the perspective of intellectual development, should encompass more than just a knowledge of the Spanish language and the Mexican American culture. In addition, the aide should be able to understand "the psychological and social meanings given by the culture to the nature and social world and the ways in which these are reflected in the intellectual processes and affective life of the child or adult. Since what is being dealt with are two cultures, the ability to contrast these elements in both cultures" (Angel, 1974, p. 34) should also be a skill which the aide possesses.

As a result of the task analyses, specific skills needed by the bilingual teacher aide to perform most effectively in the bilingual classroom were identified. These skills, which are all seen as learned or learnable competencies, have been identified as the following:

A. Speaking Spanish
B. Reading Spanish
C. Writing Spanish
D. Analyzing the sound systems of English and Spanish
E. Teaching history, culture, and music of the Mexican American people
F. Identifying how culture manifests itself in behavior
G. Articulating the basic theory of bilingual education

H. Explaining current methodology and testing in bilingual education
I. Planning lessons
J. Developing bilingual materials
K. Teaching subject matter in Spanish
L. Teaching reading in Spanish

As a means of affording the bilingual teacher aide access to these competencies, recommendations will take the form of a curriculum which is:

1. Interdisciplinary: to facilitate the acquisition of these varied competencies

2. Career latticed: to facilitate entry and reentry, without loss of time

3. Competency based: to allow the student to follow a course of study which meets her/his individual needs, giving appropriate credit for work experience as well as for related coursework in which some of the necessary skills may have already been acquired. (Analysis of the competencies of the entering student should be evaluated by the program director, and appropriate credit and placement should be agreed upon by the student and the teacher.)

The courses forming part of this curriculum should be:

1. Skill specific: Courses listed are accompanied by a competency code (A-L) which indicates which skills will be included. Successful completion of the course will assure at least minimum performance level of these skills as judged by the instructor's established performance criteria.

2. Criterion referenced: Courses should be criterion referenced to assure precise measurement of specific objectives within a flexible modularized structure.[1]

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[1]Because of the monolingual teacher's modified observational ability which is due to lack of comprehension of the aide's language of instruction, it is recommended that performance criteria specific to competencies be built into the courses. These criteria can easily form components of the content if the course is designed in a criterion-referenced modular structure. This structure will enable the aide to self-assess her/his abilities in the performance of specific tasks. It will also facilitate instructor-

An index of the skills required in each course will serve as a guide for the student when choosing a program of study and will prevent duplication in areas where competency already exists.

The courses which are recommended have been chosen to develop competencies in the areas of the greatest and most immediate need, as indicated by the results of the survey and the personal interviews. The courses may be taken individually or as part of an entire bilingual teacher aide AA curriculum. Course topics may also be used as a guide for inservice trainers since they respond to the specific skills in the four areas of the study: language, culture, knowledge of bilingual processes, instructional skills.

Course Sequence

Based on an analysis of the skills involved, it is advised that the course sequence begin with those courses requiring the fewest skills and progress to those which are built on multiple skills. The individual, under the guidance of the program director, should assess his/her skills and choose his courses appropriately. It would be advised, for example, that the student acquire sufficient language skills and basic knowledge of bilingual education and of the Mexican American child before entering the methods and materials component which calls for the application of these skills and is built on knowledge in these areas.

A general sequence is recommended, but is in no way binding for those coming into the program with already developed areas of expertise.

Course Descriptions

Course descriptions accompanied by the competency code mentioned earlier and bibliography for the teacher aide trainer are found at the end of this chapter. Course numbers have been assigned to facilitate reference within this document, as well as to indicate a basic recommended course sequence. A basic facility in oral Spanish is prerequisite for all of the courses. Since it is the

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student evaluation before the aide is sent out of the college classroom into the bilingual classroom.

The specific performance objectives can be used by the monolingual supervising teacher as a guide to the aide's abilities, so that the tasks assigned will be tasks which the bilingual teacher aide is competent in performing. These criteria may also be utilized as part of the initial hiring-screening process, serving to define the competencies needed and their expected performance levels.

goal of this training program to develop bilingual teacher aides, course lectures are to be conducted in both English and Spanish.

Review of Training Materials

Current training materials for bilingual teacher aides are extremely limited. While a limited amount of material has been developed for the training of bilingual teachers, there have been almost no materials developed specifically for the training of the bilingual teacher aide. At best, some of the materials designed for teachers can be adapted for use with the aide.

Assuming the broader educational base of the teacher, these materials are developed at an academic level with previously acquired knowledge used as a basis upon which to build additional cultural, linguistic, and methodological components. The purpose is to adapt a previously learned teaching style to a newly described need.

Teacher aide trainers should give careful consideration to the aides' previously limited educational exposure. If one approaches the bilingual teacher aide realistically and sensitively, one can acknowledge the many strengths possessed as well as those yet to be acquired. The expertise lacking is clearly a learned phenomenon and one to which the aide has not yet been exposed.

If teacher training materials are carelessly adapted, the program runs the risk of losing the aide, who may become frightened, overwhelmed, and frustrated by educational jargon or by the matter-of-fact allusions to theories upon which whole topics are based. The ensuing insecurity may deter the aide from further educational pursuits as well as from classroom involvement.

It is the recommendation of the author that teacher aide trainers extract appropriate materials from the current literature available in the field of bilingual-bicultural education. It is also recommended that teacher aide trainers develop suitable original materials which may take the form of selected readings chosen for both their importance and their accessibility. Major studies in the field can then be summarized by the teacher aide trainers, and the most important information extracted and carefully worded. Such resources will afford the aide immediate access to the most important information in a form that can be understood and without the frustration of extraneous detail. If the materials are developed effectively and the aide is able to experience success, this beginning will encourage the aide to pursue further study upgrading his/her educational level and further developing skills. In the meantime, this approach will allow the aide to work efficiently and effectively as a direct support to the monolingual teacher.

This method is not unlike that used in bilingual programs. The children have the opportunity to develop initial concepts in their mother tongue (L_1) before they are asked to begin these processes in a foreign tongue (L_2). The aide, too , should have the chance to develop strengths at her/his own level (L_1) before being asked to function at the level of the teacher (L_2).

To facilitate the task of the teacher aide trainer, the author has included bibliographies with the course descriptions at the end of this chapter. It is advised that the teacher aide trainer read the listings and choose and develop training materials which will meet the educational and programmatic needs of the aides with whom he/she is working. Asterisks (*) indicate works which are considered appropriate for use with the aide without modification. The bibliographies are not intended as readings for the aide, but merely as possible references for the teacher aide trainer.

It is also advised that the trainer and the teacher aide keep additionally informed of current contributions in the field by reading journals[2] (see Appendix C), as well as new materials available for classroom use through area resource centers (see Appendix D) and recently funded Lau Centers.

Selecting/Screening

With the use of differentiated staffing (Bloom, 1973), careful screening and placement of aides can benefit existing programs at the same time that the aides are receiving additional training. Since the objectives of each bilingual program vary and the needs of each bilingual classroom are determined by the specific abilities of the teacher, it is advised that in screening an applicant prior to hiring and placement the following be noted in addition to the standard requirements:

1. A clear distinction be made between the aide's linguistic performance and linguistic competence (see Definition of Terms, pages 6, 7) in the language for which he/she is being hired as "bilingual." Language skills include various aspects of the production skills, speaking and writing, and of the comprehension skills, listening and reading.

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[2]Teacher aide trainers can recommend certain journals for the aide. Journals are also an excellent source of articles to be used as "readings" for the aide.

2. An effective measure be made of the applicant's knowledge of the target culture, as well as the ability to articulate it.

While it is not expected that the untrained aide will initially be competent in all aspects of these areas, careful evaluation will lead to placement in the most suitable classroom/program where the aide can utilize existing skills while developing others. If these skills complement the teacher's areas of weakness and the inverse exists as well, a mutual respect and supportive "team approach" may be expected to occur. Positive results of effective matching ultimately benefit the children, who will receive more, educationally and emotionally, when both the teacher and the teacher aide are seen as positive role models.

State Certification

It is the recommendation of the author that the bilingual teacher aide be given an opportunity to obtain state certification. This recommendation is not meant to exclude aides who are already employed. It is aimed at offering the aide additional educational incentives and salary increments.

An inquiry, sent by the author to all fifty states, requested information on their certification policies. Only nine states (Delaware, Georgia, Minnesota, New Hampshire, New Mexico, Ohio, Oregon, Vermont, and West Virginia) currently certify aides. The aide, who fulfills specified criteria, should be offered an endorsement as a state certified bilingual teacher aide.

One route to this endorsement would be the completion of a state approved AA degree as a bilingual teacher aide. To be realistic and practicable, the AA program of study should make use of competency-based courses which give credit for previously acquired skills gained by working in the field.

A certified aide, with verified competencies, should then receive a remuneration commensurate with the degree of training which the certificate represents.

In light of the present urgent situation, with school districts facing noncompliance suits and mandates for bilingual education developing throughout the country, the aide, our most immediate solution, must be treated with the respect and the understanding that is deserved: educational advantages, through courses developed to meet individual and program needs; monetary remuneration commensurate with the aide's contributions and efforts; an attitude change on the part of teachers, moving from viewing the aide as a "helper" to part of a team; and the much deserved recognition of the aide's contribution to the bilingual program.

Trainers are asked to be sensitive to the educational needs of the aide so that teacher aide education is accessible, immediate, pragmatic, and reinforcing. Only after the aide's self-image has been enhanced through a process of expanding competency will she consider herself to be a productive person and contribute more positively to the total learning environment.

COURSEWORK FOR BILINGUAL TEACHER AIDES

Competency Code

A. Speaking Spanish

B. Reading Spanish

C. Writing Spanish

D. Analyzing the sound systems of English and Spanish

E. Teaching history, culture, and music of the Mexican American people

F. Identifying how culture manifests itself in behavior

G. Articulating the basic theory of bilingual education

H. Explaining current methodology and testing in bilingual education

I. Planning lessons

J. Developing bilingual materials

K. Teaching subject matter in Spanish

L. Teaching reading in Spanish

For discussion of the development of this code, please refer to pages 51-52.

The accompanying bibliographies are intended for use by bilingual teacher aide trainers. The rationale for including these reference lists is explained on page 55. Those references preceded by an asterisk (*) may be used by the aide without modification; all other entries are recommended sources for use by the teacher aide trainer.

BE 205 Spanish for the Bilingual Teacher/Teacher Aide (ABCDI)

This course deals primarily with the written aspects of the Spanish language. A contrastive analysis is conducted between the sound systems and salient interference points of English/Spanish which can be anticipated in the language learning process of the child. To practice writing the language, students develop lesson plans and instructional units in Spanish, thereby using the grammatical structure of the language as well as the lexicon of the classroom.

Emphasis is placed on language as an element of culture. For example, a study of regionalisms, both lexical and syntactical, is done.

To provide the student with reading experience in the language, selections from children's literature as well as from prominent Mexican and Mexican American writers are used. This material acquaints the aide with appropriate selections for use in the classroom and provides the additional cultural awareness which literature offers.

BE 205 Bibliography

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BE 206 Concepts of Bilingual Education (ABGH)

The historical and philosophical concepts of bilingual bicultural education are studied, as well as current issues (legal/extralegal) underlying bilingual education. The different types of bilingual programs available for implementation are analyzed, contrasted, and evaluated.

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BE 207 The Mexican American Child in the Classroom (AEFG)

This course examines the cultural heritage of the Mexican American child as it relates to the formation of his/her self-concept and processes of identification and as it differs from the Anglo experience. Home, cultural, and linguistic factors influencing learning stages, abilities, and behaviors of children are studied. Attention is given to learning styles and teaching styles most effective with the target population.

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BE 208 Mexican History and Culture for the Classroom: Theory and Practice (ABCEIJK)

Background material on history, culture, lesson planning, and material development forms the first part of this course. Then each student develops an original unit in Spanish and English on one aspect of Mexican history or culture. Emphasis is on viewing each aspect of culture holistically so that the aide, as well as the children, develop an awareness of the historical sequence and cultural significance of the presentations.

Attention is given to effective lesson planning and material development. Background information and accompanying illustrative materials for each project are combined into a resource packet. These packets are put into a cultural resource bank for the use of other students. Class presentations of the units afford the aides an opportunity to learn from one another, both in content and methodology.

Note: Mexican American history and culture, as compared to Mexican history and culture, is treated in course BE 207.

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BE 209 Communication Patterns: Language Problems of the Bilingual Child (ABCDE)

This course develops an awareness of the language characteristics and problems encountered by the bilingual child in the classroom. The process of becoming bilingual, including the cognitive and affective aspects of first- and second-language acquisition, as well as the interrelationship between language and culture are studied. The course affords the student practical experience in classroom management of these problems.

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BE	210-211	Methods and Materials in Bilingual Education	(ABCDFHIJKL)

These two courses together make up the core methods component. A series of modules is taught on the following topics:

1. Spanish Language Arts
2. Spanish Language Instruction
3. Teaching Reading in Spanish
4. Teaching Science and Math in Spanish
5. Teaching Social Studies in Spanish
6. Teaching Cultures in Spanish*

7. Music for the Classroom

8. Classroom Management and Organization

9. Individualized Instruction Challenges

10. Testing: Evaluating, Administering, Adapting Standardized Tests

11. Diagnosis and Prescription: Effective Use of Test Results

Modules 1-7 include curriculum content, teaching techniques, material development and evaluation, and technical Spanish vocabulary.

The aide has the opportunity to design an original instructional unit appropriate for and sensitive to the needs of the children of the target group.

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BE 212 Classroom Management for the Bilingual Teacher Aide

(To be taken concurrently with internship. At least minimal proficiency in all competencies expected).

This course offers: (a) a structured presentation and discussion of educational procedures, ethics, subject area methods, and classroom operations as they relate to the bilingual teacher aide, and (b) the opportunity for the aide to discuss actual classroom problems which he/she may encounter during internship. Two meetings per week are held, with one focusing on (a) and the other on (b).

BE 213 Cooperative Education/Internship

(To be taken concurrently with "Classroom Management for the Bilingual Teacher Aide." At least minimal proficiency in all competencies expected.)

This course consists of supervised practical experience in the classroom under the direction of certified personnel. The internship must be taken while the aide is enrolled in at least one course within

the bilingual teacher aide curriculum. Statement and fulfillment of a minimum of five specific behavioral objectives are required.

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APPENDIX A

TABLE 1

CHI-SQUARE ANALYSIS:
EDUCATIONAL BACKGROUND VS. DIFFICULTY

Area	Easy	Difficult	Chi-Square
Language:			
No College	792	214	1.61
Any College	352	79	
Culture:			
No College	785	976	41.30**
Any College	456	325	
Knowledge of Bilingual Process:			
No College	173	507	20.42**
Any College	113	169	
Instructional Skills:			
No College	6822	6156	284.42**
Any College	4122	2268	

** Significant at .01

TABLE 2

CHI-SQUARE ANALYSIS:
FORMAL SPANISH COURSEWORK VS. DIFFICULTY

Area	Easy	Difficult	Chi-Square
Language:			
No Spanish	371	132	17.57**
Any Spanish	788	161	
Culture:			
No Spanish	452	422	3.35
Any Spanish	813	884	
Knowledge of Bilingual Process:			
No Spanish	112	216	4.08*
Any Spanish	178	461	
Instructional Skills:			
No Spanish	3401	3006	61.53**
Any Spanish	7807	5427	

* Significant at .05
** Significant at .01

TABLE 3

CHI-SQUARE ANALYSIS:
FREQUENCY VS. DIFFICULTY

Area	Easy	Difficult	Chi-Square
Language:			
Frequent	878	58	322.62**
Infrequent	276	234	
Culture:			
Frequent	868	153	868.77**
Infrequent	396	1151	
Knowledge of Bilingual Process:			
Frequent	164	51	284.41**
Infrequent	124	625	
Instructional Skills:			
Frequent	8006	1285	6110.59**
Infrequent	3171	7124	

** Significant at .01

APPENDIX B

TOP DIFFICULTY GROUPS

Question	Number Finding Task Difficult
43. Serves as an effective resource person in the following areas: History of Mexico	84
275. Prepares written handouts in Spanish for: Science	84
276. Prepares written handouts in Spanish for: Social studies	81
148. Teaches in the following areas in Spanish: Science	79
57. Keeps teacher informed of new methods being developed in bilingual education.	75
61. Keeps teacher informed of new tests being developed in bilingual education.	73
149. Teaches in the following areas in Spanish: Social Studies	72
56. Keeps teacher informed of the current theories on bilingual education.	70
266. Prepares own bilingual instructional materials for: Science	68
280. Prepares written handouts in Spanish for: Music	68
248. Selects own bilingual instructional materials for: Science	67
335. Develops own instructional games to reinforce the following areas: Science	67
267. Prepares own bilingual instructional materials for: Social studies	66
230. Collects own bilingual instructional materials for: Science	65
239. Assists teacher in selecting bilingual instructional materials for: Science	65

Question	Number Finding Task Difficult
46. Serves as an effective resource person in the following areas: Proverbs, sayings	64
277. Prepares written handouts in Spanish for: Reading readiness	64
281. Prepares written handouts in Spanish for: Arts/Crafts	64
249. Selects own bilingual instructional materials for: Social studies	63
62. Works with teacher in selecting testing materials	61
153. Teaches in the following areas in Spanish: Music	61
231. Collects own bilingual instructional materials for: Social studies	61
257. Prepares bilingual instructional materials with teacher for: Science	61
274. Prepares written handouts in Spanish for: Mathematics	61
48. Serves as an effective resource person in the following areas: Folktales	60
258. Prepares bilingual instructional materials with teacher for: Social studies	60
273. Prepares written handouts in Spanish for: Oral language development	60
317. Develops own instructional games to teach in the following areas: Science	60

APPENDIX C

PERIODICALS

The following will serve as a useful guide for periodical consultation:

American Speech

Bilingual Review/Revista Bilingüe

Education Digest

Educational Leaders

Educational Leadership

Elementary English

Elementary School Journal

English Language Teaching

English-Teaching Abstracts

Foreign Language Annals

Hispania

Inequality in Education

International Review of Applied Linguistics

Inter-Pret

IRAL, International Review of Applied Linguistics in Language Teaching

The Journal of the Linguistics Association of the Southwest

The Journal of the National Association for Bilingual Education

Journal of Social Casework

Journal of Social Issues

Journal of Verbal Learning

Language Learning

The Linguistic Reporter

Modern Language Journal

NAFSA Newsletter

National Elementary Principals

Phi Delta Kappan

Revista Hispánica Moderna

Social Casework

Studies in Language and Linguistics

TESOL Newsletter

TESOL Quarterly

APPENDIX D

RESOURCE CENTERS

Association of Teachers of English to Speakers of Other Languages

Institute of Languages and Linguistics
Georgetown University
Washington, D.C. 20007

BABEL Bay Area Bilingual Education League

1414 Walnut St.
Berkeley, California 94709

The British Council English-Teaching Information Centre

State House, High Holborn
London, W.C.1., England

Center for Applied Linguistics

1611 N. Kent St.
Arlington, Virginia 22209

Council of Chief State School Officers

1201 16th St. N.W.
Washington, D.C. 20006

Commission on Civil Rights

Office of Program and Policy Rights Review
1121 Vermont Ave. N.W.
Washington, D.C. 20425

Department of Health, Education, and Welfare

Office of Education
Office of Bilingual Education
Seventh and D St. S.W.
(mailing address: 400 Maryland Ave. S.W.)
Washington, D.C. 20202

Department of Health, Education, and Welfare

Office of Education
Bureau of Elementary and Secondary Education
Equal Education Opportunity Programs
400 Maryland Ave. S.W.
Washington, D.C. 20202

Department of Health, Education, and Welfare

Office of Civil Rights
330 Independence Ave. S.W.
Washington, D.C. 20201

Department of Health, Education, and Welfare

National Institute of Education
Educational Resources Information Center (ERIC)
1900 19th St. N.W.
Washington, D.C. 20208

Department of Health, Education, and Welfare

Office of Education
Office of the Commissioner
Spanish-Speaking Program Staff
400 Maryland Ave. S.W.
Washington, D.C. 20202

Department of Health, Education, and Welfare

Office of Education
Bureau of Higher and Continuing Education
Division of International Education
Ethnic Heritage Studies Branch
Seventh and D St. S.W.
Washington, D.C. 20202

Department of Health, Education, and Welfare

Office of the Assistant Secretary for Planning and Evaluation
Office of Special Concerns
Division of Spanish-Surnamed Americans
200 Independence Ave. S.W.
Washington, D.C. 20201

Dissemination and Assessment Center for Bilingual Education

7703 N. Lamar Blvd.
Austin, Texas 78752

English Teaching Division Information Center Service

United States Information Agency
1776 Pennsylvania Ave.
Washington, D.C.

ERIC Clearinghouse on Linguistics and Uncommonly Taught Foreign Languages

Center for Applied Linguistics
1611 N. Kent St.
Arlington, Virginia 22209

Lau Center, Southwest Region

Cultural Awareness Center
Trilingual Institute
3700 Simms Ave. S.W.
Albuquerque, New Mexico 87108

Leadership Conference on Civil Rights

2027 Massachusetts Ave. N.W
Washington, D.C. 20036

League of United Latin American Citizens/
National Education Service Centers

400 First St. N.W.
Washington, D.C.

Mexican American Legal Defense Fund

1028 Connecticut Ave. N.W.
Washington, D.C. 20036

National Association for Foreign Student Affairs (NAFSA)

809 United Nations Plaza
New York, New York 10017

National Clearinghouse for Bilingual Education

1500 Wilson Blvd.
Suite 802
Rosslyn, Virginia 22209

National Council of La Raza

1725 Eye St. N.W.
Washington, D.C. 20006

National Council of Teachers of English (NCTE)

508 South Sixth Street
Champaign, Ill. 61822

National Education Association

Teacher Rights Division
1201 16th St. N.W.
Washington, D.C. 20036

National Foundation on the Arts & Humanities

National Endowment for the Arts
2401 E St. N.W.
Washington, D.C. 20506

New Mexico State Department of Education

Cross Cultural Education Unit
Santa Fe, New Mexico

Southeastern Education Laboratory

5825 Sunset Drive, Suite 304
South Miami, Florida 33143

Southwestern Cooperative Educational Laboratory, Inc.

Albuquerque, New Mexico

Southwest Educational Development Laboratory

211 East Seventh Street
Austin, Texas 78701

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